

## **SEDGEFIELD INTERMEDIATE**

225 Garwood Drive  
Goose Creek, SC 29445

**GRADES** 3-5 Elementary School

**ENROLLMENT** 587 Students

**PRINCIPAL** Susan K. Best 843-820-4090

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	42	51	4	0

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **YES**

This school met 23 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes

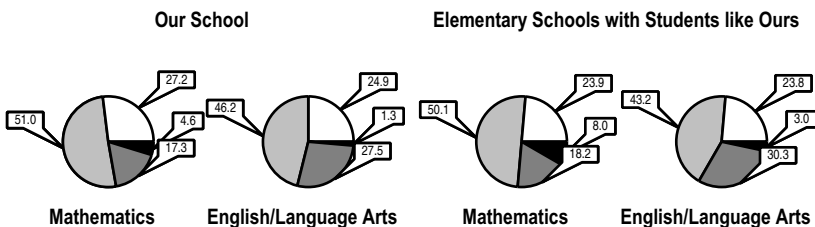
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	573	99.8	24.2	46.7	27.8	1.3	43.4	Yes	Yes
<b>Gender</b>									
Male	289	99.7	31.2	48.1	20.3	0.4	33.1		
Female	284	100.0	17.0	45.2	35.5	2.3	54.1		
<b>Racial/Ethnic Group</b>									
White	246	99.6	18.0	49.4	30.5	2.1	49.4	Yes	Yes
African-American	255	100.0	28.9	47.2	23.4	0.4	35.7	Yes	Yes
Asian/Pacific Islanders	24	100.0	10.5	31.6	52.6	5.3	63.2	I/S	I/S
Hispanic	46	100.0	38.9	33.3	27.8	0.0	44.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	482	100.0	19.6	47.2	31.7	1.6	47.6		
Disabled	91	98.9	50.0	43.8	6.3	0.0	20.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	573	99.8	24.2	46.7	27.8	1.3	43.4		
<b>English Proficiency</b>									
Limited English Proficient	37	100.0	40.0	33.3	26.7	0.0	40.0	I/S	I/S
Non-Limited English Proficient	536	99.8	23.2	47.5	27.9	1.4	43.6		
<b>Socio-Economic Status</b>									
Subsidized meals	402	99.8	26.6	46.4	26.6	0.3	40.9	Yes	Yes
Full-pay meals	171	100.0	18.6	47.2	30.4	3.7	49.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	573	100.0	27.2	51.0	17.3	4.6	36.9	Yes	Yes
<b>Gender</b>									
Male	289	100.0	27.3	51.7	16.1	4.9	36.7		
Female	284	100.0	27.0	50.2	18.5	4.2	37.1		
<b>Racial/Ethnic Group</b>									
White	246	100.0	20.9	50.0	22.2	6.8	48.7	Yes	Yes
African-American	255	100.0	34.0	52.3	11.5	2.1	24.3	Yes	Yes
Asian/Pacific Islander	24	100.0	15.8	47.4	26.3	10.5	57.9	I/S	I/S
Hispanic	46	100.0	27.8	52.8	16.7	2.8	30.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	482	100.0	23.6	52.6	18.9	4.9	40.2		
Disabled	91	100.0	46.9	42.0	8.6	2.5	18.5	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	573	100.0	27.2	51.0	17.3	4.6	36.9		
<b>English Proficiency</b>									
Limited English Proficient	37	100.0	43.3	36.7	20.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	536	100.0	26.2	51.8	17.1	4.8	37.3		
<b>Socio-Economic Status</b>									
Subsidized meals	402	100.0	30.1	49.3	17.3	3.3	32.9	Yes	Yes
Full-pay meals	171	100.0	20.5	54.7	17.4	7.5	46.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	236	100.0	14.5	40.9	41.8	2.7	44.5
	<b>Grade 4</b>	206	99.5	27.7	47.9	23.4	1.1	24.5
	<b>Grade 5</b>	256	100.0	38.7	51.5	9.8	N/A	9.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	164	100.0	17.4	41.9	37.4	3.2	40.6
	<b>Grade 4</b>	196	99.5	17.8	48.6	32.4	1.1	33.5
	<b>Grade 5</b>	213	100.0	36.1	48.6	14.9	0.5	15.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	236	100.0	15.5	56.8	21.4	6.4	27.7
	<b>Grade 4</b>	206	100.0	27.7	52.1	13.3	6.9	20.2
	<b>Grade 5</b>	256	100.0	41.3	44.3	11.5	3.0	14.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	164	100.0	25.2	63.9	10.3	0.6	11.0
	<b>Grade 4</b>	196	100.0	22.6	46.8	23.7	7.0	30.6
	<b>Grade 5</b>	213	100.0	34.6	44.2	15.4	5.8	21.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 587)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	3.9%	Up from 3.8%	3.4%	2.7%
Attendance rate	97.1%	Up from 96.6%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%		3.5%	3.5%
Eligible for gifted and talented	6.4%	Down from 10.0%	11.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.0%	Down from 11.8%	9.5%	8.2%
Older than usual for grade	2.2%	Down from 2.8%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	57.1%	Up from 41.0%	47.9%	51.4%
Continuing contract teachers	88.6%	Up from 76.9%	88.1%	87.5%
Highly qualified teachers**	93.8%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	74.6%	Down from 77.7%	86.5%	86.7%
Teacher attendance rate	95.0%	Up from 94.5%	94.5%	94.9%
Average teacher salary	\$40,959	Up 5.0%	\$40,013	\$40,760
Prof. development days/teacher	14.8 days	Up from 12.9 days	13.5 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 23.7 to 1	18.6 to 1	18.9 to 1
Prime instructional time	91.0%	Up from 90.6%	89.3%	90.0%
Dollars spent per pupil*	\$5,065	Down 9.6%	\$6,024	\$6,044
Percent of expenditures for teacher salaries*	59.6%	Down from 60.8%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sedgefield Intermediate School, home to a diverse population of approximately 600 third, fourth, and fifth grade students, provides a safe, caring learning environment. Our theme for last year, "Building a Tradition of Excellence," focused on providing our students with challenging learning activities that promoted thinking and problem solving, opportunities for artistic expression, technology exploration, and involvement in service learning projects. Our dedicated staff worked tirelessly to help students achieve academically and socially.

Students became more proficient in South Carolina Curriculum Standards and demonstrated gains on PACT. Others took advantage of tutoring services. A-Star provided assistance to approximately 150 students. Our SOAR to Success reading intervention program served students in all grades. A Berkeley County Mental Health Counselor assisted our school on a full-time basis. Initiatives also designed to enhance achievement included a computer lab fully equipped with current computers, scanners, an LCD projector, digital cameras, and laser disc players. A certified teacher staffs the lab to assure standards based technology instruction. A second computer lab was available for teachers and their students to use independently. There were also three computers per classroom. The music room is equipped with a Yamaha "Music in Education" lab to provide keyboard instruction. A video production lab was used to produce a daily news program.

Several school-wide programs enriched our students' education. Accelerated Reader motivated students to increase their reading time. "Give SFI FIVE" emphasized improving test taking skills. Core Essentials fostered character education and service learning. Academics and citizenship were enhanced through a monthly incentive program. TRACE provided third grade students, teachers, and some parents with artistic and cultural experiences. Our school also participated in Special Olympics. Student Council sponsored several service learning projects, which benefited the school and community. Super Stars chorus performed throughout the year.

Individuals from our school were recognized for outstanding achievements. Ten students were elected for All County Chorus; three were District Science Fair winners; a third grader was selected for a Young Writer's Award. Mrs. Gramling's class again won the SC Soil and Water Conservation Poster Contest. Three teachers have received the prestigious National Board Certification. Six teachers were awarded grants. We work in partnership with parents and the community to help our children develop a love of learning and an appreciation of themselves and others.

Susan K. Best, Principal  
Celeste Couch, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	38	143	129
<b>Percent satisfied with learning environment</b>	100.0%	93.0%	85.8%
<b>Percent satisfied with social and physical environment</b>	97.2%	82.3%	80.6%
<b>Percent satisfied with home-school relations</b>	81.1%	95.1%	65.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.